

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

OFFICE OF THE EXECUTIVE SECRETARY

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April 8, 1977

76-7728

TO: All Individuals and Groups Interested in the  
Activities of the Commission for Teacher  
Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary *[Signature]*

SUBJECT: Addendum to Designated Subjects Manual:  
Supplementary Instructions and Guidelines for the Development,  
Review, and Approval of Professional Preparation Program Plans  
for the Supervision and Coordination Authorization.  
Designated Subjects Programs

At its March 1977 meeting, the Commission for Teacher Preparation and Licensing approved the enclosed Addendum to the Designated Subjects Manual: Supplementary Instructions and Guidelines for the Development, Review, and Approval of Professional Preparation Program Plans for the Supervision and Coordination Authorization, Designated Subjects Programs. Please add this to the Designated Subjects Manual (revised 6/6/75) previously issued by the Commission.

The Commission is intending to revise the entire Designated Subjects Manual in the near future in order to make it consistent with the various decisions made by the Commission in the past year with regard to Designated Subjects programs. However, in the meantime it was felt that you would find this addendum manual helpful to you if you are considering a program in this area. The completely revised manual will be issued to all interested persons upon its completion.

Attachment

ADDENDUM TO DESIGNATED SUBJECTS MANUAL:

SUPPLEMENTARY INSTRUCTIONS AND GUIDELINES FOR THE DEVELOPMENT,  
REVIEW, AND APPROVAL OF PROFESSIONAL PREPARATION PROGRAM PLANS FOR  
THE SUPERVISION AND COORDINATION AUTHORIZATION  
DESIGNATED SUBJECTS PROGRAMS

GUIDELINE 4.0

General Considerations:

The Commission for Teacher Preparation and Licensing will approve programs after the review of the program submitted by the local education agency indicates that it meets the intent of these guidelines. Programs will be reviewed and ultimately audited by the Commission to determine if the guidelines are being followed. Individualized programs will be approved and the appropriate Designated Subjects Teaching Credential granted to individual credential applicants upon recommendation of the local education agency (LEA) when the approved program plan has been or is being followed or when a justification for variance from the program plan is submitted with the credential application.

A. Prerequisite to Issuance of the Supervision and Coordination Authorization

Upon recommendation of an approved local education agency, an authorization to supervise and coordinate Designated Subjects programs may be added by the Commission for Teacher Preparation and Licensing to the credential of a teacher authorized to teach a vocational education subject or a nonvocational subject, pursuant to the minimum requirements cited below.

Minimum Requirements: The minimum requirements to be granted the authorization to supervise and coordinate Designated Subjects programs under the terms of Title 5, Section 5923.6, shall be either (1) or (2) as appropriate:

(1) Vocational Education Programs. All of the following:

(A) Possession of or eligibility for a clear credential authorizing the holder to teach vocational education subjects.

(B) Three years of full-time classroom teaching experience (or its equivalent) in the subject titled on the teaching credential.

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- (C) Completion of or enrollment in an approved program of personalized in-service preparation in supervision and coordination as defined in Section 4.0 below.
- (2) Nonvocational Programs. All of the following:
  - (A) Possession of or eligibility for a clear credential authorizing the holder to teach a nonvocational subject.
  - (B) The experience and education described in (B) and (C) of paragraph (1).
- B. References and Sources of Assistance

During the initial stages of program development, local education agencies intending to submit a Program Approval Review Document (P.A.R.D.) are encouraged to work closely with the following:

  1. The Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for the Designated Subjects Teaching Credential (1974-75).
  2. The LEA's previously-approved (or submitted) P.A.R.D. for the basic Designated Subjects Teaching Credential.
  3. The Commission's program consultant assigned to the LEA and/or institutions of higher education in the locality.
- C. Program Information to be Submitted

### 1. General

A local education agency desiring to develop a program for the Designated Subjects Teaching Credential and for the authorization to supervise and coordinate Designated Subjects programs shall file with the Commission for Teacher Preparation and Licensing a Program Approval Review Document (P.A.R.D.). The document shall contain all of the following:

- (C) A transmittal letter from the Chief Administrative Officer of the local education agency containing the following information:

1. Acknowledgement of approval and fiscal support of the program.

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2. The name of the local education agency's contact-person who is responsible for program development and/or coordination.
  3. The expected commencement date of operation.
  4. The type of credential to which the program is directed (vocational education, adult education, etc.).
- (2) Specific documentary evidence for the program (the Program Approval Review Document [P.A.R.D.] ).

The basis on which programs are to be evaluated and approved is the extent to which the P.A.R.D. submitted provides evidence of the relationship between the program submitted and the guidelines approved by the Commission. In describing and documenting programs, each LEA is asked to present the following information:

1. Program goals
2. Documentation indicating that the program is in compliance with the adopted guidelines (see Sections 1.0 and 4.0 following). Such documentation may include, but not be limited to:
  - a. supporting and identifiable evidence that the program meets the guidelines as stated,
  - b. a statement of ways in which the program is at variance with the specific guideline element,
  - c. if at variance, a plan for modifying the program to meet each guideline not fully met, or
  - d. a rationale for being at variance with a guideline element.

## II. Program Approval Review Document Format

The program addendum should be presented to the Commission in a format which emphasizes its "add on" nature, that is, the addendum should be built upon the previously-approved P.A.R.D. by providing

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specific evidence only of any additions and/or deletions which are applicable for a given guideline element. A sample is as follows:

### 1.0 Local Education Agency Requirements

#### 1.1 (Guideline element stated)

- a. a description of additions to/deletions from the basic document, or
- b. "Same as basic document"

#### 1.2 : (Guideline element stated)

- a. a description of additions to/deletions from the basic document, or
- b. "same as basic document"

March 1977

## INSTITUTIONAL/LEA REQUIREMENTS

GUIDELINE 1.0 THE LOCAL EDUCATION AGENCY SHALL ENSURE COOPERATION AND COORDINATION AMONG ALL WHO PARTICIPATE IN THE PERSONALIZED IN-SERVICE TRAINING PROGRAM.

The selected guidelines following (see the 1.0 section of the Designated Subjects Manual for the full text) are all of particular importance for an addendum program. Any changes to or deletions from the LEA's basic P.A.R.D. as they relate to the addendum program should be noted for the following:

- 1.1 Evidence of broad local education agency involvement in and a commitment to program development.
- 1.2 Local education agencies, other than approved teacher preparation institutions, shall assume the responsibility for cooperation and participation of teacher preparation institutions, community agencies, and other agencies, groups or individuals.
- 1.3 Teacher preparation institutions, desiring to be approved for this program by the Commission, shall assume the responsibility for coordination of this program in cooperation with the employing agency, community agencies, and other agencies, groups or individuals.

Documentary evidence for 1.1, 1.2, and 1.3 to include, but not be limited to a description of:

- a. the frequency, purposes and results of involvement of all participants,
- b. the basis on which all participants are selected.

GUIDELINE 2.0 THE LOCAL EDUCATION AGENCY SHALL DETERMINE THAT THE TEACHER CANDIDATE MEETS THE EXPERIENCE OR SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR THE DESIGNATED SUBJECTS TEACHING CREDENTIAL.

(Refer to Pages 10-12 of basic manual for an explanation and appropriate documentary evidence.)

## Institutional/LEA Requirements

GUIDELINE 3.0 THE LOCAL EDUCATION AGENCY SHALL PROVIDE THAT CANDIDATE SELECTION AND EVALUATION BE A SIGNIFICANT PART OF THE TOTAL PROGRAM.

The following factors should be included in a professional preparation program submitted for Commission approval:

- 3.1 Requirements for teacher candidates admission to the program based on a broad index, including:
  - a. appropriate experience and/or academic achievement,
  - b. possession of an appropriate basic teaching credential.

GUIDELINE 4.0 PERSONALIZED IN-SERVICE TRAINING COMPONENTS FOR THE SUPERVISION AND COORDINATION AUTHORIZATION.

Competencies for the personalized in-service training program encompass a range of functions in a variety of settings, local education agencies will arrange for programs which provide courses and experiences appropriate to the teacher candidate's individual background and experience.

- 4.1 THE LOCAL EDUCATION AGENCY SHALL PROVIDE A PERSONALIZED IN-SERVICE TRAINING PROGRAM WHICH WILL DEVELOP UNDERSTANDINGS AND DEMONSTRABLE COMPETENCIES IN CREDENTIAL CANDIDATES.

The following components shall be included in a personalized in-service training program submitted for Commission approval:

For the full-time Designated Subjects Teaching Credential, with the supervision and coordination authorization: personalized in-service training requirements are a minimum of 6 semester units, or 90 clock hours, or its equivalent.

- 4.2 Personalized In-Service Training. The local education agency shall arrange for a program of personalized in-service training which will develop in candidates

## Institutional/LEA Requirements

understandings and demonstrable competencies to include a minimum of 6 semester units, or 90 clock hours, or the equivalent. The following components shall be included in a personalized in-service training program submitted for Commission approval:

- (1) Advanced knowledge of the purposes, characteristics, and activities of vocational and/or nonvocational Designated Subjects programs.
- (2) Planning, organization, and management of Designated Subjects programs which may include, but not limited to:
  - a. facility planning
  - b. conference leadership
  - c. community relations and advisory processes
  - d. program evaluation
  - e. advanced principles of student leadership and development
- (3) Personnel policy development and administration which may include, but not be limited to:
  - a. selection
  - b. evaluation
  - c. staff development
  - d. human relations
  - e. supervision
- (4) Fiscal and regulatory concepts related to Designated Subjects programs which may include, but not be limited to:
  - a. budgeting
  - b. legislation
  - c. school law
  - d. intra- and inter-agency relations
  - e. funding sources



## Institutional/LEA Requirements

A candidate need not be required to complete all of the elements in the personalized in-service program; however, an explanation of why elements are not included must accompany the application for the credential.

Documentary evidence for 4.2 to include, but not be limited to a description of:

- a. a list of the required professional preparation program elements for each and every program option, and an indication of how these program elements will be provided,
- b. the goals and objectives\* stated in measurable terms for each of the required competencies accompanied by a statement showing how each competency is intended to contribute to the excellence of the candidate,
- c. the minimum experience to be provided the candidate in order to attain the objectives specified for each competence,
- d. the minimum criteria\* by which the candidate's performance shall be measured as related to the objectives specified for each competence,
- e. provisions made for each candidate to know precisely what is expected of him in each program element and exactly how he is expected to accomplish it,
- f. a comparative program summary (matrix) for each program option relating (1) program objectives (b above) to (2) personalized in-service components (1-4 above) to (3) program elements (a above).

\* Particular care should be exercised in developing these statements for the P.A.R.D.